

## SECTION B

### LEA Application - School Building Level Information

#### MICHIGAN SIG COHORT IV

##### APPLICATION COVER SHEET

COMPLETE IN ENTIRETY FOR EACH SCHOOL APPLYING FOR A GRANT

Legal Name of School Building: Ann J. Kellogg Elementary School	Mailing Address:  306 Champion St. Battle Creek, MI 49017
School Building Code: 9351	
School Building Contact for the School Improvement Grant	
Name: Deborah J. Nuzzi	
Position and Office: District Transformation Coach, Priority Schools	
Contact's Mailing Address: Battle Creek Public Schools, 3 West Van Buren, Battle Creek, MI 49017	
Telephone: (269) 965-9794	
Fax: (269) 721-1071	
Email address: <a href="mailto:dnuzzi@battle-creek.k12.mi.us">dnuzzi@battle-creek.k12.mi.us</a>	
Building Principal (Printed Name): TBD	Telephone: (269) 965-9500
Signature of the Building Principal X 	Date: July 6, 2015
<p>The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.</p> <p><b>ASSURANCES AND CERTIFICATION:</b> By signing this cover sheet, the applicant certifies that it will agree to perform all actions and support all intentions stated in the Assurances and Certifications in <b>Attachment H</b>, and will comply with all state and federal regulations and requirements pertaining to this program. The applicant certifies further that the information submitted on this application is true and correct.</p>	

## **LEA Application- School Building Level Information**

**Ann J Kellogg Elementary School**

**School Building Code        09351**

### **School Building Contact for the School Improvement Grant**

**Name:** Deborah J. Nuzzi  
**Position and Office:** District Transformation Coach  
**Contact's Mailing Address:** Battle Creek Public Schools  
3 West Van Buren St.  
Battle Creek, MI 49017

**Telephone:** (269) 965-9794

**Fax:** (269)

**Email Address:** [dnuzzi@battle-creek.k12.mi.us](mailto:dnuzzi@battle-creek.k12.mi.us)

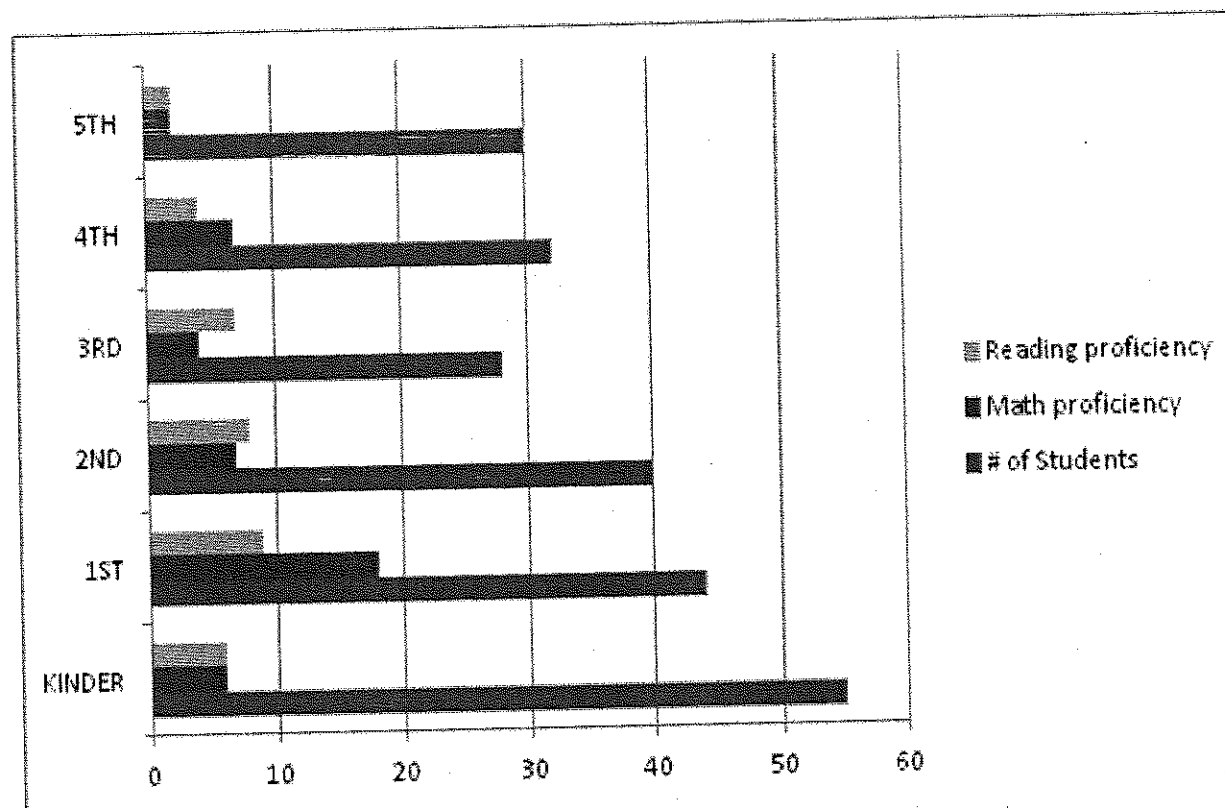
**Intervention Model        Transformation Model**

**Identification Status of the School:** Priority

#### **1. Analysis of Need**

Ann J. Kellogg, a priority school, came in at 3% on the Top to Bottom List in Michigan for the 2013-2014 school year. It is a Title I school based on census data and serves over 90% of the students returned information (not all student information could be collected despite strong efforts) indicating that they qualify on their own for Free and Reduced Lunch. The neighborhoods where the students hail from is struggling at best. The crime rate is one of the highest in the city according to the Battle Creek Police Department with the majority of the issue being domestic violence and fighting amongst the people who live in the neighborhood. Both of these issues are brought into the school by the students and impact their learning in the most negative of ways. The students at Ann J Kellogg are not successful academically but data indicate that the largest barrier to academic success is their inability to be emotionally and socially stable. Consider the following data:

## GRADE LEVEL PROFICIENCY



While growth is important, the bottom line is grade level proficiency. So few students are grade level proficient and we see over several years time that these same students who may be proficient one year struggle to retain that grade level standard the next.

Additionally daunting is the behavior data:

## Behavioral Data

- Total number of suspensions 2014-15: **201**
- Total percentage of suspensions by grade level:
  - Kindergarten: 5.4%
  - 1st Grade: 5.4%
  - 2nd Grade: 18%
  - 3rd Grade: 13%
  - 4th Grade: 35%
  - 5th Grade: 22%

# Behavioral Data Continued

Total percentage of suspensions by student group:

- SPED: 14.9%
- African American: 87%
- Caucasian: 7.4%
- Latino: 5.4%
- Male: 82%
- Female: 18%

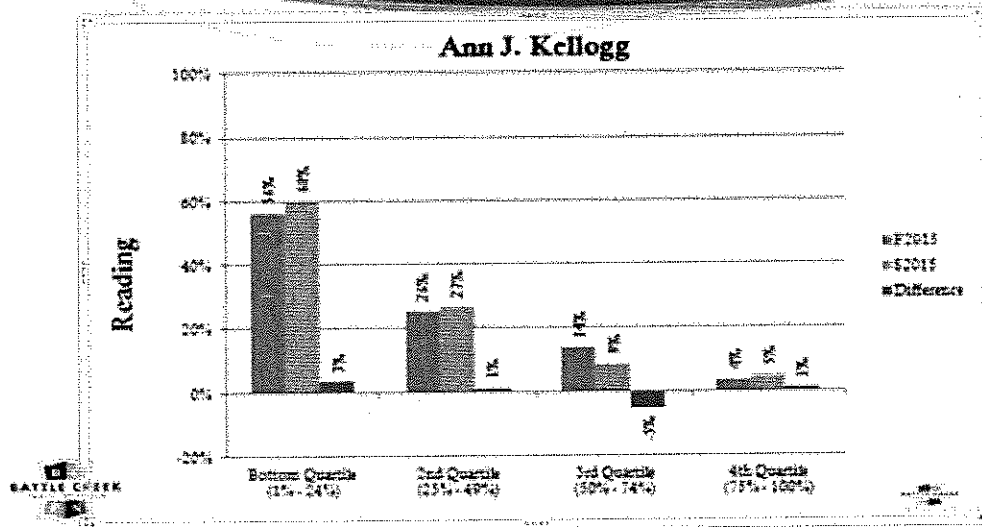
Physical assault is the primary reason for students to be suspended out of school. The students at Ann J. Kellogg Elementary school do not have the social and emotional tools to interact successfully with others, children or adults. They are coming from homes where the adults who are their role models have not had the opportunity to learn positive interaction strategies, so the children are left in a deficit.

*Academic growth occurs in a setting where students' physical, mental, emotional and social needs are understood, respected, and met by attentive adults. Successful schools provide high-quality personal experiences for the citizens of tomorrow. (Successful Education Practices for High Poverty Schools)*

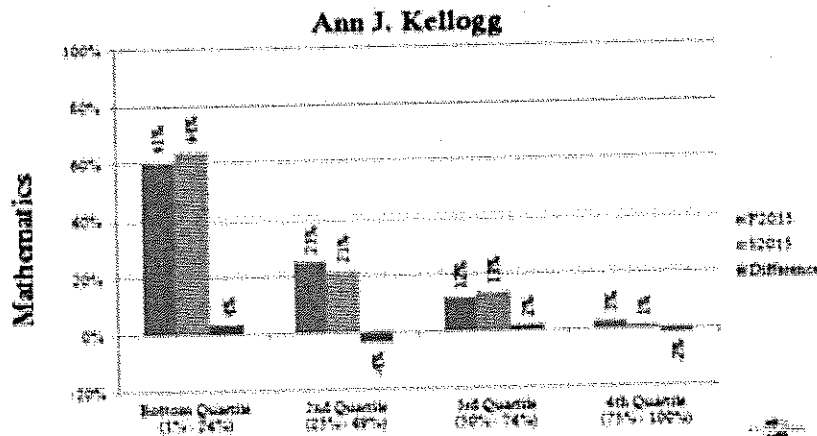
During the 2014-15 school year, the overall performance level for Ann J. Kellogg Elementary was 3% on the Top to Bottom State ranking. Consider the reading and math data from the fourth quarter NWEA MAP Assessments:

## SPRING QUARTILE REPORT READING

### 2015 Spring MAP Reading Quartile Report



## 2015 Spring MAP Math Quartile Report



Ann J. Kellogg Elementary School is a K to 5<sup>th</sup> grade school. The school has a total enrollment of 248 students with 65% African American, 25% Caucasian, 9% Hispanic and 1% American Indian. Ninety percent of the students meet the free and reduced eligibility and 18% are identified as students with disabilities. The daily average attendance rate for Ann J. Kellogg for 2014-15 was 90%. This was an increase in attendance from 84% at the beginning of the school year.

The team analyzed school wide behavioral data that identified areas of improvement needs to be climate and culture support to enhance academics. School wide learning opportunities for all staff (teachers, custodial, cafeteria, secretary, lunch aides, interventionists and paraprofessionals) in the area of social emotional health, trauma and restorative practices would be necessary and recommended. Data gathered showed 723 office referrals in the 2014-15 school year with 71% of these referrals being male, 29% female referrals. Data also showed that of the referrals that warranted suspension, 82% of suspensions were male and 18% of suspension were female.

What was discovered is that a Pastoral Care model needs to be built around these deeply at-risk students; when they feel cared for and safe, when their needs are met, they can attend, and learn. This learning has been shared by the Michigan State University College of Education.

1.a. The identified changes to be implemented at Ann J. Kellogg Elementary include:

**Create a high performance school culture and school wide behavioral support.**

A safe and orderly environment is critical to effective schooling. It is essential that teachers and students feel physically and emotionally safe and comfortable if they are to have the psychological energy needed for teaching and learning. Without a certain level of security and calm, a school has little chance of positively affecting student achievement. (Kaplan, L., Owings, W, 2010). Ann J. Kellogg plans on expanding and utilizing a strong PBIS (Positive Behavior Supports Initiative) and follow the model of MiBISi (Michigan's Behavior Learning Support Initiative) to begin laying the foundation for a higher consistency of expectations to be portrayed within the school environment both for student and teachers. The team of teachers will also be using a 5 point behavioral system to assist in providing consistency for the 5 daily behavioral expectations within the school. This system has the ability to give students incentives for staying on track and making positive impacts in their environment. A behavior support team will also be engaged in developing person centered plans for assisting with high risk students ie) Classroom observations, Functional Behavioral Assessments, Behavior Intervention Plans and then monitoring the success of these plans with weekly groups and individual sessions with the students. In addressing teachers needs, professional development in areas of high concern will be offered and support will be given within the classroom environment. Classroom structure will need to take on a more systematic approach to instruction and routines followed with fidelity. Teachers will also be using the CHAMPS model to assist in tier 1 classroom management.

1.b. The improvement plan was developed with input from a variety of current stakeholders (ILT, Administrator, Partners in School Innovation) of Ann J. Kellogg Elementary. Through a review of school data and several brainstorming session with stakeholders, a plan to increase capacity of students, staff and parents was identified. This plan was presented to leadership and state employees where key details of the plans were finalized and explained. The ILT, Partners and the Administrator are in charge of monitoring the implementation of the plan with fidelity. Through the monitoring process including classroom walkthroughs, the ILT will make suggestions for job embedded professional development. Parents were involved by their input through parent surveys. Battle Creek Public Schools, led by the Office of School Turnaround, collaborated with the school leadership team, ISD facilitator and MI Excel specialist to identify the most significant factors impacting student achievement. Using student achievement, demographic, perception and process data, it was determined that the limited strength in instructional coherence, poor socio-emotional support and program alignment was a root cause of the low achievement scores. These stakeholders assisted the school in the review of researched-based strategies designed to improve collaborative culture and instructional coherence. The leadership identified the Fellowship of Instructional Leader Program as one of the programs that would be investigated further. After examining the associated literature and receiving a demonstration from MSU, the building leadership team held discussions with the district leadership, ISD facilitator and MI Excel Specialist. The purpose of the meeting was to determine if the Fellowship Program design and supports met the needs according to multiple forms of data school improvement plan and reform plan. The Fellowship provided the most support and assistance in establishing the capacity within the school to both improve and sustain staff ability to support students.



Ann J. Kellogg recognizes the value of community partnerships and relationships. Connecting with community not only brings relevancy to the educational content, it provides opportunities for students and families to see possibilities for themselves in terms of future education and careers. Ann J. Kellogg's leadership team understands the importance of becoming intentional about establishing community partnerships with the first priority being partnerships that broaden the school family's perspective about what is possible for children. Identifying community partners for students and families about educational content and direct experiences for future career pursuits.

Current partnerships include: Leila Arboretum, Kingman Museum, Kellogg Foundation, Kellogg Community College buddy program, Michigan State Police, Summit Pointe, Pathways to Potential (to assist with attendance/truancy), Department of Health and Human Services, Battle Creek Area Math and Science Center, Willard Library.

Many of the current partnerships have contributed to the educational well-being of Ann J. Kellogg. Ongoing partnership growth is essential to deepen the learning experiences offered at Ann J. Kellogg. Focus from the leadership team will put resources and efforts into continuing to expand and grow in this area for the students. Additionally, partnering with community agencies that can provide life skills and socio-emotional opportunities through team building and group cooperatives would assist in supporting the culture and climate goals presented.

## 2. ATTACHMENT A

## SIG Data Requirements

The MDE is required to send this information to the United States Department of Education (USED) on an annual basis.

### USED SIG Data Requirements

Provide the most current data for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1	
DG5	Building Code		
XXX	School Name	Ann J. Kellogg Elementary School	
DG4	District Code		
XXX	District Name	Battle Creek Public Schools	
DG728	School Improvement Status	Priority	
DG728	<b>Intervention Used</b> The type of intervention used by the school under the School Improvement Grant (turnaround, restart, evidence-based whole-school reform, early learning intervention, closure, or transformation).	TRANS - Transformation	
DG752	<b>Baseline Indicator Status</b> The baseline year is the school year immediately previous to the first year a school implemented one of the intervention models and received SIG funds.	YES	
DG729	<b>School Year Minutes</b> <i>If decreased time please explain in DG745 Supplemental.</i>	82950.0	
DG745	<b>Increased Learning Time (ILT)</b> Did the school provide for increased learning time from previous year?	NO	
DG745	<b>ILT - Longer School Year</b> Did the school provide longer school year for increased learning time?	NO	
DG745	<b>ILT - Longer School Day</b> Did the school provide longer school day for increased learning time?	NO	
DG745	<b>ILT - Before or After School</b> Did the school provide before or after school for increased learning time?	YES	
DG745	<b>ILT - Summer School</b> Did the school provide summer school for increased learning time?	YES	
DG745	<b>ILT - Weekend School</b> Did the school provide weekend school for increased learning time?	NO	

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1
DG745	<b>ILT - Other</b> Did the school provide increased learning time other than longer school year, longer school day, before or after school, summer school, weekend school? <i>If yes, include information about the type of increased learning time in the explanation field in row 40.</i>	NO
DG745 Supplement	<b>Explanation</b> Explanation of other type of increased or decreased learning time. (maximum of 200 characters)	
<b>Student Data</b>		
DG731	<b>Student Attendance Rate</b> The count of school days during the regular school year (plus summer, if applicable) students attended school divided by the maximum number of days students could have attended school during the regular school year.	90.00%
XXX	Dropout Rate	0.00%
XXX	Number of Disciplinary Incidents	733
XXX	Number of Students Involved in Disciplinary Incidents	207
XXX	Number of Truant Students	92
<b>High Schools Only Data</b>		
DG732	<b>Advanced Coursework</b> The number of students who complete advanced coursework, such as Advanced Placement, International Baccalaureate classes, or advanced mathematics. Applies to grades 9-12 only.	
XXX	International Baccalaureate	
XXX	Early College/College Credit	
DG733	<b>Dual Enrollment</b> The number of high school students who complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
DG734	<b>Advanced Coursework &amp; Dual Enrollment</b> The number of students who complete advance coursework <u>and</u> complete at least one class in a postsecondary institution. Applies to grades 9-12 only.	
XXX	High School Graduation Rate	
XXX	<b>College Enromment</b> Number of students enrolled in college from most recent graduating class.	
<b>Teacher Data</b>		

Data Group (Office Use Only)	Heading & Description	SY 2014-2015 Baseline Year 1	
DG735	<b>Teacher Attendance Rate</b> The number of FTE days teachers worked divided by the maximum number of FTE-teacher working days.	94.00%	

## DG729 - School Year Minutes

The number of minutes that all students were required to be at school and any additional learning time (e.g., before or after school, weekend school, summer school) for which all students had the opportunity to participate.

Description	SY 2014-2015 Year 1
<b>Minutes per Regular Day</b> Number of <u>minutes</u> required <u>for all students</u> per regular day	420
<b>Number of Regular Days of Instruction</b> The number of <u>days</u> required <u>for all students</u> during the normal school year	180
<b>Total Minutes - Regular Day</b>	<b>75,600.0</b>
<b>Minutes Before School per day</b> Number of minutes <u>all student</u> had the opportunity to participate <u>before school</u> each day	0
<b>Number of Before School days</b> Number of days <u>all students</u> had the opportunity to participate <u>before school</u> during the normal school year	0
<b>Total Minutes - Before School</b>	<b>-</b>
<b>Minutes After School per day</b> Number of minutes <u>all students</u> had the opportunity to participate <u>after school</u> each day	0
<b>Number of After School days</b> Number of days <u>all students</u> had the opportunity to participate <u>after school</u> during the normal school year	0
<b>Total Minutes - After School</b>	<b>-</b>
<b>Minutes from weekends per week</b> Number of minutes <u>all students</u> had the opportunity to participate on <u>weekends</u>	0
<b>Number of weekends per year</b> Number of <u>weekends</u> <u>all students</u> had the opportunity to participate during the normal school year	0
<b>Total Minutes - Weekend</b>	<b>-</b>
<b>Minutes per Summer Day</b> Number of minutes <u>all students</u> had the opportunity to participate during <u>summer</u> each day	245
<b>Number of Summer Days</b> Number of days <u>all students</u> had the opportunity to participate during <u>summer</u>	30
<b>Total Minutes - Summer</b>	<b>7,350.0</b>

### 3.a. Intervention Model-MTSS ATTACHMENT E

- The Principal and a committed professional staff, with the Partners in School Innovation, plan to implement responsive and proactive school initiatives that specifically address the significant needs identified in our MDE Comprehensive Needs Assessment (CNA) and other data sources.
  - Life Skills Room
  - Additional behavioral interventionist by grade level (k-2, 3-5)
  - Additional Tier 2 and 3 tutors (math and reading)
  - School wide PBS with reward system
  - School wide behavioral expectation rubric and goals
  - School wide PBS with whole class life skills groups
  - Sensory areas in each classroom
  - Professional development for social emotional issues, trauma, restorative practices for ALL staff members
  - Quarterly student enrichment activities (Field trips, activities, community involvement)
  - Listening centers in each classroom (2 laptops in each classroom)
  - Academic Interventions (KPALS, Rewards, Read naturally)
- The following staff would need to be acquired and trained for this school improvement plan:
  - 2 Behavioral Interventionist
  - 1 Masters Level Social Worker
  - 1 Life Skills Coach
  - 1 Certified SPED teacher
- Additional considerations for the effectiveness of this program would include:
  - Hiring a PBIS Coach
  - Increase staff focused PD for socio-emotional concerns
  - Adjust budget to allocate funding for extended staff payroll
  - Increase budget for staff professional development days for quality and diverse learning opportunities
  - Additional classroom space for Life Skills Room
  - Sensory supplies for each classroom
  - Funding for field trips and listening centers

### **Intervention Plan Implementation**

Develop instructional leadership (Curriculum & Instruction)

One of the most important variables in student learning is the quality of instruction students receive. Strategies that result in highly effective teaching in more classrooms most of the time will be utilized. The best strategy for improving the collective capacity for teachers is the implementation of an effective Professional Learning Community. Staff at Ann J. Kellogg is committed to ensuring all students learn at a high level, as well as work collaboratively in a collective effort to meet the needs of each student. To effectively meet these standards, teachers will engage with external instructional coaches, participate in embedded coaching, implement high yield instructional strategies and programs while demonstrating instructional leadership through ongoing collaboration.

### **Optimize School-wide Culture and Climate for Teaching and Learning**

Research continues to emerge on how to build successful local systems around Positive Behavioral Intervention Support (PBIS). These findings can provide a helpful foundation for thinking about creating integrated state systems that focus on whole-school prevention when it comes to discipline issues. A report from the National Association of School Psychologists concludes that the schools that effectively prevent discipline problems and promote positive relationship-building are ones that provide evidence-based supports around four primary goals:

- 1) To develop self-discipline
- 2) To implement a preventative program to decrease misbehavior
- 3) To demonstrate an increase of correcting misbehavior and utilizing positive alternative choices
- 4) To establish fidelity among staff and students in remediating and responding to chronic misbehaviors

In support of these four goals, research on effective strategies for a supportive school climate focuses on a number of key areas such as community engagement, school partnerships, strengthening human capital (teachers, staff and administrators) and carefully integrating student supports. The Dignity in Schools Campaign's Model Code also provides a helpful research-based framework for developing learning environments that foster meaningful student relationships and promote self-worth, emotional well-being and responsible citizens. It also acknowledges the need for schools to be culturally responsive places for students of color. Moving forward, the challenge for us is to translate evidence on cultivating effective local positive behavioral supports into a state policy vision that is coordinated, strategic and designed to meet the individual needs of young people. (Stopping out-of-school Suspensions, 2012)



With the priority school status that has been placed on Ann J Kellogg, staff is looking at ways to improve the success rate educationally and behaviorally for all students who are attending this school. Out-of-school suspensions run directly counter to those goals as they prevent far too many students, particularly children of color, from having an opportunity to learn and increase absenteeism. Numerous reports have shed light on the alarming number of students of color and students with disabilities who have missed time in the classroom due to the use of out-of-school suspensions. According to the UCLA Civil Rights Projects, 3.3 million students were issued out-of-school suspensions in the 2009-2010 school year. And of those 3 million students, young Black students were found to be three times as likely as their peers to be issued an out-of-school suspension, along with almost one in 13 Latino students. (Stopping out-of-school Suspensions, 2012) In addition to demonstrated racial disparities, the inexcusable number of students missing instructional time highlights an urgent need to stop out-of-school suspensions, a practice that has been shown through research to adversely impact student learning and drive students further away from success in the classroom. Not surprisingly, students can't learn if they aren't in school or in the classroom. Those students barred from the classroom are more likely to drop out of school and wind up in the juvenile or criminal justice system. (Academy of American Pediatrics, 2008).

Ann J. Kellogg must be both safe and supportive for effective teaching and learning to take place. The plan to develop a productive learning environment by creating a positive and respectful school environment is critical for its success. Creating school wide behavioral expectations, increasing behavioral personnel support, increasing community outreach and family involvement are key components to the school improvement plan. A proactive approach to behavioral management school-wide with set expectations and responsibilities for both students and staff will be necessary. The interventionist positions can address many avenues and levels of emotional needs for the students. The interventionists would provide both scheduled groups and individual emotional support for the students, as well as whole group life skills groups to assist with classroom management and expectations. The social worker would be important in assisting with social work referrals, mental health support for crisis, community referrals and family contact/engagement. At Ann J. Kellogg, we are in the process of creating positive school climate where we identify climate goals that match the academic goals. The school's PBIS team will solicit input from teachers, students and community through a needs assessment to better understand the focus of each school year. The school will develop approaches to address identified needs and achieve progress towards its goals. Ann J. will use evidence based such as tiered supports (implement PBS

structure) along with an adjunct school wide behavioral system to better manage students behavior by providing different levels of assistance and interventions based on students different needs and the school wide behavioral expectations.

Meeting the needs of students begins at the classroom level. Teachers using effective classroom management strategies (CHAMPS) and instructional practices coupled with an understanding of how to create a culturally responsive classrooms are a necessary beginning to meeting the needs of students. Along with this, teachers and staff need to be educated and incorporate trauma informed modalities into their classroom and school environment. Providing structure and a system for restorative practices will also be necessary to complete a holistic approach to maintaining this proposed system. Ann J. Kellogg would also like to initiate a Life Skills room in an attempt to increase educational effectiveness and positive school culture.

The Life Skills Room would provide a short term structured setting within the school, assisting in decreasing disruptive behaviors by developing a plan to avoid future disciplinary actions, maintain their attendance and complete their assigned school work. In setting up a program such as a Life Skills Room, behavioral expectations will be explained through the CHAMPS process and the desired outcomes pursued would be:

- Reduce the number of out of school suspensions.
- Provide academic support while disciplinary consequences are enacted.
- Provide students with skills in conflict resolution.
- Provide students with counseling and behavioral support.
- Improve attendance.
- Increase academic engagement and academic performance.
- Improve school climate.

A growing body of research offers school administrators some guiding principles in the development of effective programming for school wide behavioral management and implementation of Life Skills Room programs (Alberta Learning, Special Programs Branch 2002). These intervention strategies would include:

- **Set criteria for entry:** Referral to the Life Skills Room would be administrator directed. Teachers should know that admission to the Life Skills Room is not an opportunity to allow them to refer students to the office at the first sign of an infraction. All school faculty should readily understand that time away from the classroom is time away from the richest educational opportunities for all students.
- **Student understanding of the reason for the referral:** Staff should fully explain the behavior that has caused the student to be removed from the regular classroom environment. This conversation should be short and to the point.

• **Reflective Writing Prompts:** Writing prompts allow students to examine their behavior by responding to specific questions or essaying a reflection regarding the behavior that got them into trouble. This also allows for thinking and writing about alternative solutions that may have brought about a more proactive result. Writing prompts are only a first step in student reflection. Life Skills Room teachers will discuss these writings with the students, ensuring that students have taken the assignment seriously and have produced pro-social examples of alternate routes of behavior.

• **Formal Social Skills Training:** A research-based curriculum aimed at teaching students appropriate behavioral and social skills is a necessary component to a student's successful classroom re-entry. School staff cannot assume students possess the expected skills. In today's society many students do not have the opportunity of having pro-social behaviors modeled and discussed outside the school environment. Ann J. Kellogg has invested in the research based 'Skillstreaming' life skill curriculum to utilize in the Life Skills Room.

• **Appropriate Academic Assignments:** Students need to come to the Life Skills Room with academic work to complete. As much as possible, work assigned should mirror that of the work and instruction students would receive in the regular classroom setting and not "busy work". The Life Skills Room will be ran by a certified special education teacher and a life skills coach. Administrative staff will ensure that students having assigned work from teachers must be of the highest priority. Life Skills room staff will coordinate completed work with the appropriate teacher, as work completion is a condition of satisfactory completion of a Life Skills Room assignment.

• **Counseling/behavioral intervention/and resolution:** Either referrals to school interventionist or referral to community counseling services may assist students with the underlying issues surrounding their misbehavior. School staff will also to provide conflict mediation between the assigned student and staff or peer with whom the conflict originated, prior to returning to the classroom environment. (Cummings, 2004) These types of discipline interventions can give students the tools to reflect and learn from their mistakes, and develop new self-regulation tools to prevent incidents from happening again in the future. Benefits can extend beyond the school setting, helping youths to nurture positive relationships with peers, family and significant others. (Stopping out-of-school Suspensions, 2012).

• **Parent Communication:** Parents should be notified of a student's referral to the Life Skills Room and asked to follow up at home with their child regarding the issues surrounding the student's placement in this setting.

• **Community Service:** Students will be responsible for community service daily during their assignment in the Life Skills Room as a form of restorative practice and responsibility to their school environment. Life Skills Room staff will supervise this

behavioral intervention for 30 minutes each day and this is part of the successful completion of the student's success room commitment.

• **Data collection and evaluative data:** States need an accurate picture of discipline data disaggregated by school, race, gender, ethnicity, and disability in order to identify and monitor whether discipline policies are adversely impacting certain subgroups of students or to determine if particular schools and districts are making progress in addressing disciplinary challenges. Data should be collected accurately and shared with the public in a meaningful way that supports community conversations around preventing school suspensions and allows teachers and principals to share promising practices. (Stopping out-of-school Suspensions, 2012). The following data should be collected and evaluated quarterly by the behavioral team of professionals responsible for evaluating PBIS school wide discipline data:

- Total number of behavioral referrals.
- Total number of Out of School Suspensions.
- Total number Success Room referrals.
- Student demographic data (grade, age, ethnicity, etc.).
- Special education status.
- Reason for Success Room assignment.
- Number of days assigned to success room.
- Location where the offense occurred.
- Successful completion (yes/no)

Ann J Kellogg Elementary PBIS team has initiated a school wide 5 point behavioral expectation system. The intention of this 5 point system is to provide consistency and fidelity to the classroom management techniques provided within the school environment. The Life Skills Room would provide another layer of consistency in providing a structured environment within the school setting to begin making not only behavioral but education advances for the students referred to this program. From a PBIS perspective, the Life Skills Room would be an integral part of the school-wide system of positive behavior supports. It would provide students with the support necessary for them to change their behavior, leading to increased educational success. This room would encourage parental involvement in student discipline and successful behavioral change. Success could be measured by a decrease the frequency of out of school suspensions and behavioral referrals. Safran, S., Oswald. K., (2003). Research is also showing that continued interventions pertaining to behavior and attendance are needed to sustain educational improvement and successes. Interventions provided and measured in the success room will assist in improving attendance and behavior management, providing important educational benefits to the individual student and the school wide culture. Such an outcome will require persistent efforts on multiple fronts,

each of which will contribute incrementally to the goal of increased educational success and decrease in truancy and behaviors. Gibson, N., Sawyer, R., (2012). Ultimately, when the Life Skills Room is implemented as outlined, it will assist in improving school climate and culture with an enrichment in positive student behaviors, increased attendance and educational achievement.

Connecting with families has been linked to supportive learning at home through positive parenting styles, nightly reading, homework policies, relationship building and high expectations. Schools that measure their success in reaching out to parents by the number of volunteers and attendance at workshops and meetings could be missing valuable opportunities to connect with families who can't be there or who are not comfortable coming to school. Ann J. Kellogg will provide increased communication between home and school as well as provide capacity building workshops for parents. To ensure a strong family school partnership, a family liaison position will be established strengthen school parent relationships and ensure the school is proactive when student risk factors are observed.

To achieve the above goals, staff at Ann J. Kellogg will need intense whole group, small group and individual professional development and monthly staff meeting review. Staff at Ann J. Kellogg will be provided with training on RTI, CHAMPS classroom management, Balanced Literacy, Trauma informed classrooms and restorative practices. Understanding and effectively working with data on a regular basis will create a framework for school wide growth that can be used to make adjustments in real time management. Throughout the school year, the staff will continue to learn from the data and ideas presented by coaches and partners, including attendance to all building level professional development.

#### **Intervention Plan Use of Data**

RTI is a multi-tiered level of instruction to meet the instructional needs of all students. It is an early identification to support students with learning and behavioral needs. It also is a systematic approach helping students to close the gap in academic achievement and a determining factor in reducing special education referrals. At Ann J. Kellogg, struggling learners will be provided interventions at increasing levels of intensity to accelerate their rate of learning. Academic coaches and PBIS coaches will provide embedded professional development to create a researched based Tier I classroom environment. In addition, Partners in Innovation will support the Tier II classroom structures by attending the grade level PLC's and ensuring that the Instructional Learning Cycles using building level designed assessments are reviewed and students

who are not learning the target goals have additional time and strategies to meet the goals. The choice to use this RTI Model was based on the performance data of the school. Additionally, data from the Benchmark Assessment, Fountas and Pinnell, NWEA MAP RIT scores and formative classroom assessments will be analyzed and used to inform planning for instruction, classwide and with individual students.

### **Intervention Plan SIG Administration**

The SIG administrator closely monitors spending the Title funds. This position is responsible for monitoring the plan and how the funds are spent. In addition, the position will support the principal in implementing the plan when support is deemed necessary. This support person will work closely with MDE and the district accountant to ensure the integrity and budget and plan.

3.b. The evidence-based strategy that Ann J Kellogg will employ is the Small Schools of Choice Strategy, accepted by the SIG Reform Office as having a positive impact on student achievement. To this end, grade levels, with 100 or less students, will act as smaller groups within the school focusing on relationships as well as academics. Additionally, the reading and math blocks are protected time segments of 120 and 90 minutes respectively.

### **3.c. Intervention Plan Improvement and Evaluation**

The plan has many interventions including, PBIS, RTI, coaching, Partners in School Innovations, Life Skills Room. In order to evaluate the success of these strategies, data must be collected at least quarterly and analyzed by the staff. The principal with support of the data coach will be responsible for monitoring the data and strategies utilized.

A Program Evaluator will be hired to evaluate the effectiveness of the SIG based on the goals set for the school in each component of the program to include:

- I. Academic
  - A. Reading
  - B. Math
- II. Social and Emotional
  - A. Focus Group goals
  - B. Parent growth evaluation
- III. Behavior Data
- IV. Adult Practice Data

3.d. N/A

3.e. **Foster Parent and Community Involvement.** Parents have great influence on the educational process of their children; both the effort the parent exerts over the daily academic activities and some socio economic and cultural factors much of what students do and accomplish academically. Schools might use parental involvement to increase academic achievement. (Saravia, A, 2008). Ann J. Kellogg will increase parent participation in reference to student behaviors and academic achievement by increasing parent contact time. Parent Community Participation Team - Intent to increase parental involvement and establish an effect parental communication network. This team will encourage parents to participate in parent involvement activities, parent/teacher membership groups and school related community activities (Frieberg, 1999). The goal of enhancing strategies for the parents by engagement and also with providing tools for them to utilize in the home would be available as well. Parents would be working directly with the teachers to set goals for their students, individually and as a class. Parents often require support in learning how the education system works and how they can take advantage of it. Schools actively work to communicate with families in their primary languages to develop an understanding of the community (Successful Education Practices for High Poverty Schools). Ann J. Kellogg will establish and build effective and committed relationships with community partners and parents of students attending their school.

There is a system in place to involve stakeholders for collaborative efforts in the district. Staff use the following resources to bridge our parent, community, school collaborations and partnerships in an effort to successfully raise student achievement and school improvement.

- a. Provide a Parent Involvement Coordinator
- b. Provide Monthly Parent Teacher Advisory Council
- c. Two way communication with parents and community
- d. Parent and community involvement in the school improvement plan process
- e. Provide parents and community with educational workshops
- f. Collaborate with representatives from the following outside experts: Urban League, Community Wraparound agencies, Neighborhood Community Action, Calhoun ISD, Fellowship- Michigan State University

#### 4. Resource Profile (Maximum length 1 page)

4.a. The district will leverage state and federal funds and coordinate resources to support the success of students at Ann J Kellogg elementary school. The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support our school improvement goals.

X General Funds	Title I Part C	Title V Parts	Title II Part A
X Title I Part A	Title I Part D	X Title I School Improvement (ISI)	USAC Technology
X Title I School wide	Title IV Part A	X Title II Part A	X Title III
X Special Education	Head Start	Even Start	Section 31a
Section 32e	Sections 41		

SIG funds will be used to supplement and not supplant services at Ann J Kellogg elementary school. It is the double dose in all areas that will stop the downward spiral in social and emotional areas and academics for these students.

4.b. The MDE requires the following positions/funding for schools receiving SIG funds during the three year period of funding. These positions/funding may be funded with the School Improvement Grant funds:

- School Improvement Grant Coordinator/Facilitator (may not be the school principal) .7
- Family liaison position 1.0
- Data Coach .3

The above positions will be employed at Ann J. Kellogg Elementary School. The SIG Grant Coordinator/Facilitator will hold that role along with the Data Coach to create a full-time 1.0 FTE and will be funded with SIG funds. The Family Liaison Position will be a Licensed Social Worker who has the training to support families and also will be able to connect them to resources in our community that will further the support of the family and student(s) who come from that home. This is a holistic approach to success that will be sustainable throughout the students' educational experience and hopefully, the lifetime of the student and family.

vi. The additional positions required by the SIG will be added to the staff at Ann J. Kellogg School. They will be a part of all Staff meetings and gatherings and will be included in Professional Learning Communities and at times, the Instructional Learning Team. The FTEs were assigned based on the recommendation of the SIG information, as well as input that we received from mental health personnel based on the school data for student incidences. The role of each of these additional staff will be to solely support the SIG by supporting the goals identified in the plan for Ann J. Kellogg.

In order to build capacity, the school leader participates on the District's New Hire Interview Panel to screen potential new hires. Once a candidate has successfully been placed in the eligibility pool, the school leadership team will conduct a one-on-one interview with the candidate. During this



one-on-one interview, candidates will be able to showcase and demonstrate their teaching talents, behavioral talents as the leadership team looks for specific qualities and characteristics that would support the goals and objectives of Ann J. Kellogg Elementary.

4.c. N/A

4.d..Professional Development must be provided throughout the school year (late start, early releases, school days without students etc) at least 8 hours per month for all professionals in the building, including administrators and support staff. All professional development scheduled for next year (excluding individual teacher PD):

- Four full days ( August 17-20)
- The building will conduct at least 20 hours of professional development at various times in the year. Specifically, as funded under SIG, each teacher will have one day of embedded professional learning per month from September-May.

Professional Development will be consistent for the foundational learning that all staff at Ann J. Kellogg needs. This need was determined by hard and soft data, behavioral data and staff surveys. Additionally, professional development will be determined for individual teachers/grade levels by data analysis of student behaviors, classroom observations by the principal and CHAMPS Coach, and teacher self-analysis.

## Attachment B- Professional Development Calendar SIG Ann J. Kellogg Elementary School

August 2015- Trauma Informed Educator Conference (2 Days)

CHAMPS Training for New Teachers

PBIS Training- (1 Day)

Balanced Literacy Training (1 Day)

September 2015- Deescalating Students Successfully (Embedded) 1 Day

October 2015- Guided Reading (Embedded) 1 Day

November 2015- Math Workshop (Embedded) 1 Day

December 2015- Using the Calming Corner Materials (1 Day)

January 2016- Communicating with At-risk Families (Embedded) 1 Day

February 2016- February- May will be embedded PD- Topics to be determined  
based on need

March 2016-

April 2016-

May 2016-

## **5. External Provider Selection**

Members of the Ann J. Kellogg Elementary have successfully utilized Partners in School Innovation in the 2014-15 school year and have had the opportunity for them to assist in aligning the school's mission, vision and educational program model. Partners in School Innovation has demonstrated success with:

- Developing school wide coherence for implementing school wide reform
- Successfully improving instruction and raising academic achievement for students of poverty
- Providing expertise in the area of professional learning systems, instructional focus and student learning goals

## **6. Provide Increased Learning Time**

a. The majority of our students qualify as our targeted subgroup for specialized instruction. Approximately 90% of our students are in the "Economic Disadvantage" subgroup thus making this our 'All' subgroup. Consequently, most Ann J. Kellogg students qualify for increased instructional time. Increased learning time will include the addition of 25 minutes to each school day for all students. Additionally, there will be 6 weeks of school added to the end of the school year which will continue the heavy focus on literacy and numeracy, but will embed a variety of experiences for students to build background knowledge, which so many of the students at Ann J. Kellogg School do not have. By building background knowledge around experiences, students will have a much needed foundation on which to build learning.

b. Increased learning time will be an Intervention Block. A scheduled Intervention Block has been attempted in the past, but what has happened is that some other vital content has been sacrificed to build in the intervention block. Now, all curriculum will be taught with fidelity, and in the developmentally and best practice amount of time and methods can be employed. Additionally, the Intervention Block will be an integral part of the school day.

c. An Agreement with the Union is required and the Union has been a part of the conversation surrounding this plan. There will be an agreement signed prior to the school year commencing.

## **7. Timeline- ATTACHMENT F- SIG Timeline**

## **ATTACHMENT F**

Working on the 5 year cycle of this grant, Ann J. Kellogg in collaboration with Partners in School Innovation and Positive Behavioral Support Teams will focus on creating and expanding the essential school conditions for improved student achievement. Rather than off the shelf programming, Partners is designed to build the collective capacity of the adults within a school and its particular context. Partners work to ensure that principals and teachers have the fundamentals to begin and sustain instructional improvement in their schools as well as the practical tools and skills to identify which changes will translate into significant gains in student achievement. The PBIS team will provide assistance in establishing and providing guidance on improving school culture and climate which will also enhance academics as negative disruptions within the classroom environment will be decreased. The Instructional Leadership Team has set aside time in our school calendar to allow time for collaboration to support these processes school-wide.

### **Culture and Leadership Coaching**

#### **Year One: Beginning the work**

Working as a team, the principal, school improvement coach, PBIS team and Instructional Leadership Team begin the work of creating a culture of improvement; including an accountable professional community. With a collective vision of what is possible, including a shared understanding of instructional program coherence and the role of students have in their own education, students will see better academic gains. Staff will understand the change process and how it impacts staff, students and families. The building will develop a clear understanding of effective instruction that leads to improved student achievement. The building will also develop a set of clear behavioral expectations that are reinforced daily through teaching and modeling of staff. Partners in School Innovation, the Instructional Leadership Team and the PBIS Team will assist in providing the following ideas:

- Perform a needs assessment
- Access to the latest, best practices, strategies and resources for MTSS-RTI
- Development of professional learning communities and a culture of sustainability
- Using the school improvement plan and multiple forms of student data to identify an appropriate problem of practice and theory of action in order to provide aligned content, MTSS and RTI structures for skill development
- Focusing school-community efforts including shared understanding of the needs available resources and applicable strategies
- Developing a shared understanding and application of relevant data for the purpose of providing tiered interventions school wide
- Identifying effective organizational structures that support and adaptive MTSS-RTI system based on student needs

Staff will participate in professional development days surrounding these bullet points beginning at the start of the 2015-16 school year.

**Year Two - Four: Deepening the Work**

The principal, school improvement coach, PBIS team and Instructional Leadership Team continue their growth by expanding the capacity to implement effective instructional and leadership practice. Staff will increase skills in using data and in helping others become adept in data analysis. Staff will continue to learn how to manage complex change in the school. Staff will implement the school improvement plan, identifying an appropriate problem of the practice and Theory of Action in order to provide focus for school improvement efforts that will leverage the greatest student improvement. The building will expand the professional community to include feeder schools and central offices.

**Year Five: Sustaining the Work**

The principal, school improvement coach, PBIS team and Instructional Leadership Team will continue to institutionalize a culture of best practice by developing proficiency to implement the strategies that result in increased student achievement. Staff will demonstrate data proficiency in all aspects of the school's work. Staff will ensure instructional program coherence across and between grade levels/subjects. The building will plan for continued progress and continuing an emphasis on effective and efficient school organization.

**8. Annual Goals- ATTACHMENT G**

**ATTACHMENT G**

Determine the school's student academic achievement goals in reading and mathematics for each of the next five years as determined by the state's assessments (MSTEP/MME/MI-Access). Also determine baseline data for office behavioral referrals and suspensions.

	Current Proficiency Rate 2014-15	Goal for 2015-16	Goal for 2016-17	Goal for 2017-18	Goal for 2018-19
Reading		14%	30%	50%	75%
Mathematics		20%	38%	57%	79%
Writing		14%	30%	50%	75%
Science		24%	48%	62%	81%

	Baseline number 2014-15	Goal for 2015-16	Goal for 2016-17	Goal for 2017-18
Office/Discipline Referrals	723	506	352	246
Out of school Suspensions	201	141	99	69
School-wide Attendance	90%	92%	94%	96%
Parent Attendance to School Activities	2%	10%	20%	30%

8.b. The culture at Ann J Kellogg is beginning to reflect data as a component. Continued focus on data as a driving factor is necessary. Data will be analyzed continuously at PLCs. This will include benchmark data as well as formative assessment data. The Instructional Learning Team will interact with and analyze data at every meeting and data will be a continuous part of each Staff Meeting. Data boards will be outside every classroom door and there will be school-wide data boards posted for all parents, staff, students and community members to view when they visit Ann J. Kellogg School. These will include not only current data, but identify the goal.

Additionally, on a district level, Battle Creek Public School operates on three cycles in the year to reflect and adjust. Each of these cycles includes a comprehensive data analysis and detailed plan for student achievement. Principals report at the conclusion of each of these cycles and must include a deep data dive in the presentation.

The STAR Visit occurs in the Fall and Spring at each school. The visit includes a rubric that quantifies specific best practice instructional goals mandated by the district and is completed by a small team observing in the majority of classrooms in the building on one day. The STAR report is provided to the principal. He/She presents it to the ILT members and then the staff. These data are used to reflect and adjust during the cycle as well.

## 9. Sustaining Reforms

To support the building, Instructional Leadership team, Partners in School Intervention Coach will provide support throughout the school year. Ann J. Kellogg has built a relationship with Partners in School Innovation and the Partners Coaches have been identified as a key component for providing on-site assistance to school principals, instructional leadership team and teaching staff. Partner coaches are enlisted to help make improvements that result in demonstrated gains in student achievement. The role of the Partners coach is to help school leaders and teaching staff build their capacity for a sustainable program to continue once this service has ended.

In addition, the school works with the Calhoun Intermediate School District, which provides professional development opportunities in curriculum, instruction, technology, assessment, PBIS etc. It also provides regular professional communications on content-specific issues, provides a forum for professional discussion that goes beyond the walls of our school.

After the grant has ended the Leadership team will continue the function of the Partner coaches and ISD staff to continue to support the building improvement efforts. Efforts that may continue the improvement are as follows:

### **1. Include Student data in teacher evaluation**

As is required by the State of Michigan, student data will be an integral part of teacher evaluation. This is not only the cause/effect expected by effective instruction, but also ensures that teachers accept the responsibility and "own" their students' achievement.

### **2. Evaluations that are designed with teacher/staff/principal involvement**

The instructional staff at Ann J. Kellogg Elementary is expected to demonstrate effective teaching practices by demonstrating knowledge of curriculum and rigorous instruction using data to drive instruction with continuous improvement and accountability. These processes are the interdependence of evaluation, professional development, accountability and are grounded in the belief that the assessment of teachers and instructional leaders must be based on a set of clearly defined performance standards that are connected to student performance outcomes. Ancillary and behavioral staff is also expected to demonstrate fidelity and consistency in job roles outlined specifically for their assigned areas. Professional development and support must be directly linked to performance standards and teachers and leaders must be held accountable for meeting these expectations. These understandings represent the foundation from which the teacher and principal evaluation process was designed. The rubric upon which evaluations are based sets clear, rigorous expectations and contains recommendations for professional development. All teachers will receive regular feedback, and teachers who demonstrate below average development will receive it more often and have the opportunity to engage in meaningful one-on-one and small group professional development. In Battle Creek, success within our system requires partnerships; between teachers as peer evaluations, between principals as collaborators and thought partners, and between principals and staff. Effective school leaders are also critical to the work required to improve teaching and learning. Building a community of instructional leaders who are able to support teachers and school staff in improving instructional practice and positive culture/climate environments by creating necessary structures and systems required to effectuate this work is an essential element to a comprehensive reform. The primary purpose of the evaluation system is to improve the capacity of the principal to improve teaching and learning by creating a shared vision of effective leadership and providing meaningful feedback to principals that support the refinement of their work providing meaningful feedback to principals that support the refinement of their work providing qualitative and quantitative data that drive the design adjustments of the comprehensive principal professional development plan. The evaluation tool is based on a continuous improvement model.

### **3. Remove leaders/staff that have not increased achievement**

If a staff member is struggling to meet the set standards and expectations, an assigned mentor will assist with lesson planning, modeling lessons, peer review and case consultation. The administrator will support the staff member by allowing them to observe instructional rounds to see

effective teaching and behavioral management in practice. The Partners coach will work to help teachers to move towards being aligned with school goals. The behavioral lead staff will work with interventionists/social workers to coach and align their practices towards the goals of the school. Staff members who have not demonstrated the ability to move student achievement in line with the vision and mission of Ann J. Kellogg Elementary will be asked to transfer to another school location after providing support for minimal/ineffective teacher/employee.

Each staff member (teachers, behavioral staff and administration) prior to accepting the position at Ann J. Kellogg Elementary agree to work towards the mission and vision of higher student achievement.

#### **4. Provide on-going job embedded staff development**

Ann J. Kellogg Elementary staff (teachers, paraprofessionals, behavioral staff) participate in a variety of job embedded professional development that is linked directly to the instructional program and climate changes school wide that is data driven.

Professional Learning Communities (PLCs) encompasses teachers and staff across grade and content levels. The focus remains on student achievement and climate/culture safety, which will be evaluated by examining data from recent assessments to identify areas of needs. There will be differentiated instruction and behavioral management to promote overall student achievement academically.

Instructional Learning Cycles are implemented to provide an opportunity for collaboration with colleagues to enhance the skill set of teachers and staff in planning, preparing, relationship building and engaging students in learning through high quality instruction with behavioral support.

Instructional and behavioral staff members will attend conferences, conventions and workshops geared at providing the most up to date practices in all content areas. All attendees will be expected to bring back and share all knowledge through job embedded professional development at PLC's and staff meetings.

#### **5. Implement financial incentives or career growth inflexible work conditions**

Ann J. Kellogg Elementary will recognize and reward the dedicated hard working staff members who have demonstrated effective teaching practices as evident through student achievement and commitment outside the regular parameters of the classroom. These rewards will not be limited to attendance at conferences, conventions, and professional development opportunities. Teachers will have the opportunity for career growth through recommendations for leadership opportunities within the school and district community.

#### **6. Use data to identify and implement an instructional program that is researched based and aligned from one grade to the next as well with state standards**

Instructional decisions at Ann J. Kellogg are made based on dialogue around data using student's reading, math, writing, science, social studies and English language proficiency. At Ann K. Kellogg, 90% of students are economically disadvantaged, with only 6% of those students achieving proficiency in reading. A review of MSTEP, MAP data along with an analysis of student writing samples indicate the need to focus on improvements in reading, vocabulary and writing to ensure success in all academic areas. A part of this analysis has included curriculum mapping

across grade levels and alignment with the new Common Core Standards. As a result of analyzing these data sources, a resource based decision was made to implement Balanced Literacy.

#### **7. Promote continuous use of student data to inform instruction, adjust tiered interventions and meet individual needs of students**

The Instructional Learning Cycle (ILC) process promotes collaboration and collective responsibility within a teacher team by setting up structures for short term cycles of improvement. Upon review of state and local assessments, uncovered during Data Dialogues, Partners coach and instructional leaders determine a focus for each ILC. The leadership team with the Partners coach will identify a measurable objective aligned to state standards and determining an instructional strategy for implementation during a specific round of the the ILC.

The leadership team will also collaborate with the PBIS team to coordinate school wide initiatives that are also noticed by data driven initiatives to assist in tiered management of disruptive behaviors, enhancing ability for effective instruction to occur within the classroom settings.

As part of the process of developing structures to more effectively meet the needs of students, staff will be required to attend staff meetings each week. These meetings will be used as instructional and school wide improvement forums. Teachers will bring lessons or units of instruction and using staff as audience obtain feedback for improvements. Behavioral staff will present information on classroom management and trauma informed support for additional assistance for the school milieu.

Each ILC provides an opportunity for teachers to reflect on the quality of instruction and the evidence of student learning. Collaborative meetings also allow teacher teams to analyze their combined implementation and impact data to build a sense of collective responsibility for the learning of all students. Between meetings, teachers implement specific instructional strategies and gather student data through formative assessments. Each teacher collects and analyzes data on both the implementation of the strategy and the impact of the strategy on student learning within.

Between ILC's teachers are meeting within the grade level Professional Learning Community(PLC). During these weekly meetings, teachers will have continuous dialog concerning instructions, assessment and student achievement. Ann J. Kellogg will continue to use Partners in School Innovation to facilitate the PLC meeting with the purpose of developing capacity of the grade level teams.

The behavioral support team will also meet weekly to assess school wide behavioral data and use Partners coach for consultation to provide consistency and fidelity across the domains of support within the educational environment at Ann J. Kellogg.

#### **8. Provide an ongoing mechanism for family and community engagement**

Ann J. Kellogg has a Parent Teacher Association that meets monthly. One of its current initiatives is to organize community activities that will engage external supports (ie. Trunk or Treat, Daddy Daughter dance, Muffins with Mom, Donuts with Dad etc). Initiatives to continue to foster and



begin would be to provide parent workshops including topics on parenting styles , setting priorities and goal setting as well as establishing effective routines.

#### **10. Budget Narrative and Preliminary Budget**

- a. Ann J Kellogg staff and stakeholders have chosen Option 2 of the Implementation choices. It is imperative that the students and their families receive assistance as soon as possible rather than waiting for an additional year. While the means a quick start for the staff, building leaders and district, there is not option if we keep the needs of the children at the forefront.

Years 1-3 of the SIG proposal are very similar. At this point, we believe that it will take three strong years of this continued intervention to solidly change and render this model sustainable. The appropriate staffing, which has been outlined above, are key players to help the students reach a level of social and emotional stability, learn how to communicate feelings, express themselves and their opinions and learn to accept and even appreciate, people whose opinions and thoughts are different from theirs. This will include the need to bring parents/families along with learning about these tenets. An additional interventionist, a Parent and Family Liaison, a Behavior Technician, a Teacher trained in Special Education Strategies, a Data Coach, A SIG Coordinator, and a PBIS Coach are all needed positions to move this initiative in the right direction with appropriate support. This is a full blown effort to help students be able to put aside barriers in relationships and communication to be able to focus on academics. Additionally, this effort is to prepare these students to be college and career ready, truly, life-ready.

ATTACHMENT C.1- Preliminary Building Level Budget

## SCHOOL IMPROVEMENT GRANT PRELIMINARY BUDGET FORM

**INSTRUCTIONS:** The Budget Summary and the Budget Detail must be prepared by or with the cooperation of the Business Office using the School District Accounting Manual (Bulletin 1022). Please complete a School Improvement Grant Preliminary Budget for EACH building. Annual budgets are submitted in MEGS+ for final review and approval by MDE.

**NOTE:** Approval of the preliminary budget in the review process **does not guarantee** all preliminary budget items will be **approved** in the final budget in **MEGS+**.

<b>LEGAL NAME OF DISTRICT APPLICANT:</b>  <p style="text-align: center;"><b>Battle Creek Public Schools</b></p>	<b>District Code:</b>  <p style="text-align: center;">13020</p>
<b>BUDGET SUMMARY FOR:</b>  <p style="text-align: center;">Ann J. Kellogg Elementary School</p>	<b>Building Code:</b>  <p style="text-align: center;">9351</p>

**OPTION 2: Full implementation in years 1-3, and sustaining reforms in years 4& 5.**

Year 1: Full Implementation (may not exceed \$1,500,000)								
FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	295,000	122,251					420,251
112	Middle/Junior High							
113	High School							

<b>Year 1: Full Implementation (may not exceed \$1,500,000)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	174,000	73,080		14,000			261080
221	Improvement of Instruction	71,780	30,270	42,000	63,444			207,494
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff	20,000	9,000					29,000
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							

## Year 1: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services			50,000				50,000
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	48,000	20,160		10,000			78,160
	SUBTOTAL							
	Indirect Costs__4.41__ % Restricted Rate							20,974
	TOTAL	608,780	254,761	92,000	42,000			1,042,985

## Year 2: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	295,000	122,251					420,251
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	174,000	73,080		14,000			261080
221	Improvement of Instruction	71,780	30,270	42,000	63,444			207,494
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff	20,000	9,000					29,000
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

<b>Year 2: Full Implementation (may not exceed \$1,500,000)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services			50,000				50,000
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	48,000	20,160		10,000			78,160
	<b>SUBTOTAL</b>							
	Indirect Costs _____ % Restricted Rate							20,974
	<b>TOTAL</b>	<b>608,780</b>	<b>254,761</b>	<b>92,000</b>	<b>42,000</b>			<b>1,042,985</b>

### Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary	295,000	122,251					420,251
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	174,000	73,080		14,000			261,080
221	Improvement of Instruction	71,780	30,270	42,000	63,444			207,494
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff	20,000	9,000					29,000
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

### Year 3: Full Implementation (may not exceed \$1,500,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services			50,000				50,000
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	48,000	20,160		10,000			78,160
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							20,974
	TOTAL	608,780	254,761	92,000	42,000			1,042,985



<b>Year 4: Sustaining Reforms (may not exceed \$750,000)</b>								
<b>FUNCTION CODE</b>	<b>FUNCTION TITLE</b>	<b>SALARIES</b>	<b>BENEFITS</b>	<b>PURCHASED SERVICES</b>	<b>SUPPLIES &amp; MATERIALS</b>	<b>CAPITAL OUTLAY</b>	<b>OTHER EXPENDITURES</b>	<b>TOTAL EXPENDITURES</b>
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	174,000	73,080		14,000			261,080
221	Improvement of Instruction	71,780	30,270	42,000	63,444			207,494
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 4: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services			16,994				16,994
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	48,000	20,160		10,000			78,160
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	293,780	123,510	58,994	87,444			563,728

## Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
111	Elementary							
112	Middle/Junior High							
113	High School							
118	Pre-Kindergarten							
119	Summer School							
211	Truancy/Absenteeism Services							
212	Guidance Services							
213	Health Services							
216	Social Work Services	174,000	73,080		14,000			261080
221	Improvement of Instruction	71,780	30,270	42,000	63,444			207,494
225	Instruction Related Technology							
226	Supervision and Direction of Instructional Staff							
227	Academic Student Assessment							
233	Grant Writer/Grant Procurement							

## Year 5: Sustaining Reforms (may not exceed \$750,000)

FUNCTION CODE	FUNCTION TITLE	SALARIES	BENEFITS	PURCHASED SERVICES	SUPPLIES & MATERIALS	CAPITAL OUTLAY	OTHER EXPENDITURES	TOTAL EXPENDITURES
241	Office of the Principal							
249	Other School Administration							
250	Support Services Business							
257	Internal Services							
266	Security Services							
271	Pupil Transportation Services			16,994				16,994
281	Planning, Research, Development, and Evaluation							
283	Staff/Personnel Services							
331	Community Activities	48,000	20,160		10,000			78,160
	SUBTOTAL							
	Indirect Costs _____ % Restricted Rate							
	TOTAL	293,780	123,510	58,994	87,444			563,728

SIG Coordinator –Ann J. Kellogg Elementary School

Salary is funded 25% with SIG dollars. (\$16,738.75) + Benefits (\$10,177)

The position is 257 days.

**SIG Coordinator Job Description**

Under the general supervision of the school principal and Assistant Superintendent for Curriculum, Instruction, and Assessment, the School Improvement Grant (SIG) Coordinator will guide and monitor school site implementation of SIG goals and activities.

The Specific Job Responsibilities Include:

- Ensure that professional development support is planned, implemented, and monitored to directly support the school staff and affect student achievement
- Coordinate the implementation of the School Improvement Grant
- Coordinate the implementation of the transformation model requirements as outlined in the School Improvement Grant
- Plan and coordinator program budgets, in accordance with the School Improvement Grant and District guidelines
- Prepare local, state, and federal written reports and quarterly Reports
- Maintain a database to store and analyze data related to the School Improvement Grant such as achievement data, evaluation of professional development, school surveys, program evaluation, and other operations related to supporting the implementation, monitoring, and evaluation of the grant
- Develop and disseminate information on the School Improvement Grant
- Serve on committees and councils concerned with the School Improvement Grant
- Work with external consultants on the implementation of SIG
- Work directly with the site administrators, teachers, parents and students regarding educational strategies and program implementation
- Organize and prepare agendas for staff meetings; professional development release time, and work in collaboration
- Facilitate parental involvement activities that meet SIG requirements
- Collect and store all data related to SIG
- Maintain a current and complete calendar of all SIG meetings
- Prepare an activity report of all major activities undertaken to fulfill the duties of SIG coordination
- Other duties as assigned

**Ann J. Kellogg- Parent Involvement Liaison**  
**25 hours per week**

**Salary: \$15.84 per hour (40 weeks)**

**Duties & Responsibilities:** (Essential Functions of Position, Major Responsibilities, Summary of Key Duties, Special Assignments, Relationships)

Document all parent/family activities and report to Dudley school principal weekly, through electronic contact sheet, file of attendance sheets, descriptions of activities, photographs and flyers.

- Participate in ongoing professional development opportunities and scheduled meetings..
- Communicate with principal, teachers, parents and others in a polite, respectful manner.
- Apply good grammar and sentence structure in written communication.
- Work collaboratively with others.
- Communicate with parents/guardians face to face, by phone, and/or letter/flyer.
- Model enthusiasm and patience while being a role model for other adults.
- Organize, advertise and facilitate parent meetings/events.
- Help evaluate parent/family involvement in the school through surveys, documentation of family/parent activities held, attendance sheets, etc.
- Ability to flex time to attend meetings in evenings as agreed by principal.
- Needs to show initiative, organization, responsibility, and be able to take direction and guidance.
- Positive attitude toward cultural and socio-economic diversity.
- Recognition of the need for confidentiality with respect to children's and parent's right to privacy.
- Other duties as assigned.

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**Physical Requirements of Position: (HBV Yes No)**

- Capable of lifting, pushing, and pulling up to 50 pounds.
- Ability to withstand weather for outdoor activities.

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**Special Qualification Desired:** (Personal Qualities, Education, Skills Needed, Experience, Etc.)

- Possess basic computer skills or is willing to learn them (Word, email, etc)
- Maintains professional relationship and confidentiality with the school community.
- Is dependable and responsible.
- Has the ability to work effectively in teams and exhibits positive interpersonal skills.
- Has demonstrated the skill of initiative in former work settings

**Position Title:** School Interventionist**Primary Functions:**

Social work is an intentional method of intervention in the district as a second and/or third tier response to student achievement data trends identified in each building's comprehensive needs assessment. The primary responsibility of the School Interventionist is to provide direct social work services for a pre-identified caseload of students whose scholastic performance is not meeting standards – demonstrably due to non-academic considerations and issues. This position is neither an adjunct to nor a substitute for school social workers employed to serve students with disabilities.

The School Interventionist serves a flexible criterion-based caseload of students identified by the instructional staff and the building principal as being furthest away from the academic performance standards of the district. In support of classroom teachers, the School Interventionist provides structured casework, group work, and other appropriate intervention and outreach services for pre-identified students in order to remove obstacles that prevent them from meeting the district's standards for attendance, behavior and academic achievement in the four core content areas. A key goal of academic social work in the district is to improve the linkage between students' families and the school, working with parents, guardians, teachers, and other school officials to ensure that each student reaches their academic and personal potential.

**Required Professional Preparation, Credentials, and Expertise:**

- Valid credentials as a Limited License Psychologist, Certified Clinical Counselor or Master of Social Work (this is the post-secondary education and professional credentials appropriate for the funding eligibility regulations of Title I, Part A and/or the Michigan Department of Education).
- Completion of a 500-hour supervised practicum experience in an agency serving children in the K-12 age group.
- Experience in the K-12 setting.
- Demonstrated ability to supervise and manage small groups of students.
- Expertise in providing effective social work services for K-12 students whose personal or social circumstances are a direct cause of him/her underachieving in core content areas.
- Excellent written and interpersonal communication skills with students, teachers, and parents.
- Knowledge of available support resources for students in the district and in the community.
- Demonstrated experience working effectively as a member of the school team.

**Major Responsibilities:**

- Provide the full range of casework services to students previously identified as not meeting the district's achievement standards as a result of problems such as misbehavior, domestic difficulties, truancy, interpersonal issues, teenage pregnancy, substance abuse, or other psychosocial matters.
- Provide structured group interventions for underachieving students who have issues in common. Including but not limited to: The need for anger management training, deficient impulse control, inability to resolve conflicts without resorting to violence, poor study habits, etc.
- Participate as needed in conferences or discussions between parents and teachers or administrators regarding student's progress
- Advise teachers on how to work effectively with students having personal difficulties that affect their academic performance
- Refer students and families to appropriate community resources for intervention services that require a type, magnitude, duration, or frequency of intervention that is beyond the scope or intent of the role of the social worker.
- Provide supplemental support and case management services to students/families referred for outside intervention.
- Participate with ongoing formative and summative academic assessments conducted by teachers to determine students' academic progress and continuing need for social work services.

- Communicate regularly and effectively with parents, teachers, and the principal regarding students' needs, the intervention plans being used, and barriers to progress.
- Assist family members in understanding the student's needs and assist the student and family in developing realistic goals and activities that will result in academic proficiency.
- Understand and participate in the implementation of Positive Behavior Support initiatives in the building
- Ensure the successful reintegration of students who are returning to school following suspension or other disciplinary action
- Participate fully in program evaluation activities, including collection of data, contributing to the evaluation design, and assisting in interpretation and presentation of program data.
- Maintain effective written records for each student receiving services, including:
  - Specific data illuminating the academic deficiencies the student exhibits;
  - Evidence and rationale supporting the student's need for social work services in order to overcome barriers to academic success
  - The proposed elements of and schedule for intervention;
  - How, when, and with what tools the social worker will evaluate or assess the student's academic and/or behavioral progress;
  - Identification of criteria for determining when intervention has succeeded or when it should be modified.
  - Work collaboratively in building and district initiatives which supports continuous improvement for all students.

**Work Agreement:** 190 Day Calendar

**Salary Range:** \$35,296.00 - \$67,607.00

**Reports To:** The building principal

### **Application Procedure:**

Internal and External candidates who are qualified and wish to be considered for this position must submit the EXTERNAL online application (found at [www.battlecreekpublicschools.org](http://www.battlecreekpublicschools.org)). Candidate should also include the following with his/her on-line application (all credentials must be submitted via the on-line application process)

- Letter of Application
- Current resume
- Certificate
- Credentials (including three current letters of reference)
- Other information demonstrating knowledge and successful experiences

**SCHOOL SAFETY CLEARANCE:** The successful candidate will be subject to a fingerprint and background check as a condition of employment. All fees required for this check (estimated \$64.00) will be the responsibility of the successful applicant.

The Battle Creek Public School District is an equal opportunity employer and will not discriminate on the basis of either race, color, handicap, sex, age, religion, national origin, weight, height, or marital status in its employment practices.



## **Position: Skills Room Teacher**

### **Location: Ann J Elementary**

Primary Responsibilities: Provide direct services to students supporting academic achievement. Remove barriers to learning by utilizing de-escalation strategies and researched based instructional techniques in the context of the classroom environment.

Qualifications: Valid Michigan Elementary Teaching Certificate  
Two years of successful teaching  
BA degree or higher (MA preferred)  
Knowledge of CCSS curriculum & instructional practices  
Ability to manage time and is self directed  
Skilled in gathering, reading and interpreting data  
Competence in the use of evidence based instructional practices

#### Description:

- Collaborates with colleagues to provide supportive instruction to students
- Collaborates with teachers to analyze data to determine instructional needs of students
- Works to build strong relationships with students and uses the relationships to influence and motivate students to perform academically
- Models best practice instructional strategies to improve student academic growth
- Maintains data folders for each student for tracking academic growth
- Uses social-emotional de-escalation strategies to help students transition from high emotion condition to learning mode
- Collaborate with behavior specialist and social worker to gain insight into student needs and uses this knowledge to support student learning
- Uses communication and interpersonal skills to develop relationships with parents
- Participates in and supports the PLC process
- Collaborates with teachers and makes recommendations to improve student learning
- Generate weekly reports to document student growth on academic goals
- Willing to work modified schedule to accommodate the needs of students
- Demonstrates competencies in managing a student caseload and serves as advocate for students.
- Willing to become CPI certified

Reports to building principal

Salary per BCEA contract

## **Attachment H: ASSURANCES AND CERTIFICATIONS**

**INSTRUCTIONS:** *Please review the assurances and certification statements that are listed below. Signatures on the application cover sheet indicate the applicant entity has read, understand, and agrees to the assurances and certifications herein.*

### **SPECIFIC PROGRAM ASSURANCES**

The following provisions are understood by the recipients of the grants should it be awarded:

1. The LEA will use its School Improvement Grant to implement fully and effectively an intervention in priority and focus school, which the LEA commits to serve consistent with the final requirements.
2. The LEA will establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school, or priority and focus school, that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds.
3. The LEA will report to the MDE the school-level data required under section III of the final requirements, including baseline data for the year prior to SIG implementation.
4. The LEA will ensure that each priority and focus school that it commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions.
5. The grant award is approved and is not assignable to a third party without specific approval. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Improvement and Innovation unit of the Michigan Department of Education.
6. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
7. Payments made under the provision of this grant are subject to audit by the grantor.
8. If the recipient implements a restart model in an eligible school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
9. The recipient must monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality.
10. The recipient must monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding.

### **CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS**

No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL\*Disclosure Form to Report Lobbying\*, in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all sub awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub recipients shall certify and disclose accordingly.

### **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS**

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal. **OG-4929**

**ASSURANCE WITH P.L. 111-117 OF THE U.S. DEPARTMENT OF EDUCATION OMNIBUS APPROPRIATION ACT OF 2010**

When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

**ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT**

The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

**CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS**

The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

**CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.**

A State or sub grantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

**PARTICIPATION OF NONPUBLIC SCHOOLS**

The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

**ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS**

The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

**ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS**

The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

**CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals

with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

**CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES**

The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

**CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)**

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92 of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

**AUDIT REQUIREMENTS**

All grant recipients who spend \$500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers upon the request of the Michigan Department of Education.

**ASSURANCE AGAINST TRAFFICKING IN PERSONS**

The applicant assures that it adopts the requirements in the code of Federal Regulations at 2CFR 175 as a condition for this grant. You as a sub recipient under this award and your employees may not—

- I. Engage in severe forms of trafficking in persons during the period of time that the award is in effect,
- II. Procure a commercial sex act during the period of time that the award is in effect; or
- III. Use forced labor in the performance of the award or sub awards under the award,
- IV. Under this condition, the Federal awarding agency may terminate this grant without penalty for any violation of these prohibitions by the grantee, its employees or its sub recipients.

**ASSURANCE REGARDING THE PROHIBITION OF TEXT MESSAGING AND EMAILING WHILE DRIVING DURING OFFICIAL FEDERAL GRANT BUSINESS**

The applicant assures that it prohibits text messaging and emailing while driving during official grant business. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving.

Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging While Driving," October 1, 2009.

**CERTIFICATION REGARDING UNIVERSAL IDENTIFIER REQUIREMENTS**

The applicant or grant recipient certifies it will meet the requirement for supplying a Data Universal Numbering systems (DUNS) number. As a condition of a sub recipient of a federal grant award, you must supply a DUNS number to the MDE. No entity may receive a federal sub award without a DUNS number. The MDE will not make a sub award to an entity unless that entity has provided its DUNS number.

**ASSURANCE REGARDING REPORTING SUBAWARD DATA FOR SUBRECIPIENTS**

The Federal Funding Accountability and Transparency Act (FFATA) is designed to increase transparency and improve the public's access to Federal government information. To this end, FFATA requires that sub award data be reported for all new Federal grants funded at \$25,000 or more with an award date on or after October 1, 2010.

**IN ADDITION:**

This project/program will not supplant nor duplicate an existing School Improvement Plan. In the case of priority schools already implementing a state approve reform/redesign plan, the grant will be used to supplement, expand, or otherwise substantially increase the efforts and work of the selected reform model. Grant funds shall not be used for a reform model that has not been approved by the Michigan Department of Education.